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ABSTRACT

The Student Achievement Accountability Committee (SAAC) of the San Diego (California) City Schools was formed to make recommendations concerning accountability in relation to the district's objective of closing the student achievement gap. The SAAC was formed in 1990 with representation from school administrators, parents, and teachers. The SAAC arrived at a definition of accountability as a system of commitments, policies, and practices to ensure good instruction and provide information about education. Consensus was reached on guiding principles for student achievement accountability, and an accountability policy was established. Consensus was also achieved on major constituents of the accountability system, including standards, related assessments, recognition and intervention, reporting practices, and guidelines for practice. Recommendations were made to adopt the definitions and guidelines reached by the SAAC, with specific recommendations for 10 demonstration schools to provide leadership models for accountability systems and negotiations with school employee organizations to enhance accountability practices. Six appendixes present background material, an application process for demonstration schools, and some documents for the accountability process. (SLD)

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SAN DIEGO CITY SCHOOLS
SCHOOL SERVICES DIVISION, AREA VI

Executive Summary

Report And Recommendations of the Student Achievement Accountability Committee

March 23, 1993
Action (Timeline updated 3/2/93)

Issue/Concern

The Student Achievement Accountability Committee (SAAC) was charged by the Board of Education with a threefold responsibility:

1. to arrive at a consensus about the nature and purpose of accountability for student achievement
2. to develop structures to assure accountability for student achievement
3. to clarify the relationship between criteria for assessing school performance and criteria for assessing individual staff performance

This report offers a series of recommendations on which committee members have been able to achieve consensus and indicates those matters that members think must be submitted to contract negotiations between district representatives and employee organizations.

Background

At the July 31, 1990, meeting of the San Diego Unified School District Board of Education, the chairs of the African American, Asian-Pacific, and Mexican-American advisory groups to the superintendent requested that a committee be established to make recommendations concerning accountability in relationship to the district's objective of closing the student achievement gap. In response, in December 1990 the Student Achievement Accountability Committee (SAAC) was formed, with representation from the three advisory committees, the Administrators Association of San Diego, the San Diego PTA Council, and San Diego Teachers Association.

During the next two years, the committee, whose membership and representation subsequently were expanded, met to deal with the issue of accountability for student achievement and to respond to specific directives of the San Diego Unified School District Board of Education.

On January 26, 1993, the SAAC presented its report to the Board. The Board noted areas in which committee members had reached consensus as well as those in which consensus had not yet been achieved. It charged the committee to continue its deliberations in an effort to broaden its consensus and to clarify its recommendations.

During February and March 1993, the committee and its staff held additional work sessions to fulfill its charge. The committee's deliberations took the form of an interest-based discussion whose aim was to achieve greater consensus and clarity. Committee members agreed to work from the report submitted on January 26. They also agreed that each member was empowered to speak for his or her group, that agreements made at each work session would stand and that if

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consensus was not achieved on specific items, these would be referred to the Board of Education. Finally, the committee agreed that the results of its deliberations would be presented to staff for inclusion in a final report. The result of this process may be found in the attached report.

Discussion

The SAAC succeeded in clarifying the nature and purpose of accountability and in developing structures to assure accountability for student achievement, thereby fulfilling two of the three charges it received. Specifically,

A. Committee members arrived at the following definition of accountability:

> **Accountability is a system of commitments, policies and practices to 1) ensure that students are exposed to good instructional practices in a supportive learning environment; 2) ensure that students are not exposed to harmful teaching practices; 3) provide internal self-correctives to identify, diagnose and change courses of action that are harmful or ineffective; and 4) provide information to students, parents, educators, the school board and the public on the strengths and weaknesses of student performance at the school, district and statewide levels.***

B. Committee members reached consensus on the following guiding principles for student achievement accountability:

1. The whole educational community, including board members, central office administration, school site staff, parents, students, business and community members, is responsible and accountable for student achievement.

2. Schools are accountable for achieving all of the district's mission, goals and objectives, with special emphasis on those related to student achievement.

3. All stakeholders employed in the education system will demonstrate their responsibility in helping students achieve learner outcomes and will be evaluated according to the manner in which they fulfill that responsibility.

4. Schools will develop and implement accountability practices in existing site planning processes. Practices will be based on a districtwide accountability system that is characterized by high standards, uses a variety of forms of student and program assessment, includes recognition and intervention procedures and practices, and assures timely and accurate public reporting.

5. Schools will fully and accurately report student achievement results in a public process that emphasizes progress achieved.

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* This definition of accountability is adapted in part from a definition provided by Linda Darling-Hammond and Carol Ascher, "Creating Accountability in Big City Schools." ERIC Clearinghouse on Urban Education, Urban Diversity Series No. 102, March 1991, p. 2.

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6. Consequences of the accountability system will include recognition when progress is achieved as well as intervention when progress is not achieved. Recognition and intervention processes will be implemented equitably across schools in the district.

7. Standards related to the accountability system will be applied to *content* (what students should know and be able to do), *performance* (how students should perform against a set of high, external and comparable standards), and *service delivery* (conditions that should be available to achieve standards).

C. Committee members reached consensus on the following student achievement accountability policy statement:

> **Accountability Policy**
>
> **It is the policy of San Diego City Schools to be accountable for the educational achievement of all its students. The school district demonstrates its commitment to this policy through a mutual accountability system. Each school is required to emphasize student achievement as measured by equitable district standards for all students. Each school also is required to integrate accountability in its existing planning processes. The district administration and central office staff are required to provide school sites with the resources needed to enable students to meet district and school site standards of achievement.**

D. Committee members reached consensus on the major constituent elements of the accountability system—district standards, related assessments, recognition and intervention practices, and public reporting practices—and on a series of guidelines for implementing a policy that includes those elements.

The committee was unable to reach a consensus permitting it to clarify the relationship between criteria for assessing school performance and criteria for assessing individual staff performance. Performance evaluations for contract employees currently are governed by stipulations in contracts between the school district and employee organizations. The committee concluded that any efforts to align assessment of school performance with assessment of individual staff performance are properly a matter of negotiation between district representatives and employee organization representatives. (See p. 10, no. 5.) Likewise, the committee concluded that the matter of site selection of staff, which it considers a condition necessary to assure student achievement accountability, is a matter for negotiation between district representatives and representatives of the San Diego Teachers Association (see p. 10, no. 4).

Recommendations

Upon review of the report of the Student Achievement Accountability Committee, the superintendent recommends that the board adopt the report and recommendations as presented. Specifically the superintendent recommends that the board

- Adopt the accountability policy (p. 9) and the guiding principles of the accountability system (pp. 5–6) presented in the report.

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- Adopt the definition of accountability (p. 2) as well as the understandings of the major elements of the accountability system—standards, assessment, recognition and intervention, and public reporting—presented in the report (pp. 6–8).
- Honor the portions of the report upon which the committee came to consensus.
- Provide central office resources to support 10 demonstration schools that will provide leadership in developing an accountability system model for the district.
- Conduct negotiations with employee organizations as needed to align assessment of school performance in the matter of student achievement with assessment of individual staff performance.
- Conduct negotiations with employee organizations as needed to resolve matters related to the site selection of staff.

SAN DIEGO CITY SCHOOLS
SCHOOL SERVICES DIVISION, AREA VI

Report And Recommendations of the Student Achievement Accountability Committee

March 23, 1993
Action (Timeline updated 3/2/93)

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SCOPE OF THE REPORT

This report is the work of the San Diego City Schools Student Achievement Accountability Committee (SAAC). A brief history of the committee's work may be found in Appendix A. A summary of current research into educational accountability as well as of efforts at national, state and district levels to implement accountability systems may be found in Appendix B.

The SAAC was charged with a threefold responsibility:

- to arrive at a consensus about the nature and purpose of accountability for student achievement
- to develop structures to assure accountability for student achievement

- to clarify the relationship between criteria for assessing school performance and criteria for assessing individual staff performance

In fulfilling its charge the committee was instructed to disseminate its proposals broadly for review and comment before preparing its final report and recommendations.

The report offers a series of recommendations on which committee members have been able to achieve consensus. (A list of committee members is included as Appendix C.) The committee's recommendations include

- guiding principles for a proposed accountability system
- a description of major elements of a proposed accountability system, including standards, assessment practices, recognition and intervention practices, and reporting practices
- guidelines for accountability policy implementation.

DEFINITIONS

Following are definitions of a number of terms used in the SAAC report, including the committee's definition of *accountability*, as well as definitions of concepts useful in understanding the report:

Achievement test. An instrument used to estimate what a students knows and can do in a specific subject as a result of schooling.

Accountability. A system of commitments, policies and practices to 1) ensure that students are exposed to good instructional practices in a supportive learning environment; 2) ensure that students are not exposed to harmful teaching practices; 3) provide internal self-correctives to identify, diagnose and change courses of action that are harmful or ineffective; and 4) provide information to students, parents, educators, the school board and the public on the strengths and weaknesses of student performance at the school, district and statewide levels.*

Alternative assessment. See *performance assessment.*

Aptitude test. An instrument used to estimate elements of an individual's developed abilities acquired both in and out of school.

Criterion-referenced test. An instrument designed to identify whether a student has mastered specific objectives. Student scores are measured against a preset criterion level rather than compared with the scores of other students.

Curriculum framework. A description of desired learning outcomes/objectives for a particular subject area. Curriculum frameworks generally emphasize higher-order thinking, problem solving and the application of skills and knowledge to real-life, challenging tasks. They are designed to establish guidelines and provide direction for the revision of curricula, to serve as

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a resource for educators, to provide direction for publishers who develop instructional materials, and to make information on curricula available to parents and the general public.

Cumulative accomplishments. Demonstrations of a body of student work over time and across subject areas, including projects, exhibitions and portfolios.

Project. A significant piece of student work, such as a research paper, fieldwork involving scientific analysis, musical performance, and the design and construction of working models. Projects are intended to help students develop and monitor learning skills, develop the capacity to organize and sustain work, develop the ability to make goal-directed judgments, and develop the ability to work as part of a team.

Exhibition. A display of student products for interested audiences whose judgments are valued. In exhibitions, students must work with target dates and audiences in mind.

Portfolio. A systematic and organized collection of an individual student's products in one or several domains. Portfolios provide documentation that illustrates students' growing competencies, skills and abilities over time. Portfolios are intended to offer students the opportunity for substantial degrees of choice in how they will demonstrate their competence. They also are intended to encourage students to monitor their own intellectual growth.

Goals. Clear and generally agreed-upon focuses, directions or purposes.

Learner outcomes. A set of specific statements, derived from educational goals, that define what students are expected to know, to be able to do and to be like at particular points in their education.

National curriculum. A term most frequently used in reference to a curriculum designated by the national government.

Norm-referenced test. An instrument designed to measure student achievement in specified domains or content areas in relation to an established norm. A norm is established by first administering a test to a representative sample of students throughout the country. The performance of those students becomes the norm against which the performances of all students subsequently taking the test are measured.

Performance assessment. An instrument designed to measure students' competences by observing students as they engage in tasks that mirror as closely as possible the conditions under which the particular competences are exercised in authentic settings.

On-demand performance assessment. An exam for which students prepare in advance and that takes place on a planned day or days under appropriate supervision. Such exams might consist of substantial essays, laboratory demonstrations, oral responses to questions or problems, and group performances.

Curriculum-embedded performance assessment. A task chosen by the teacher from a set of approved tasks and administered to students as the task fits into the instructional program.

Stakeholder. An individual with an interest in and responsibility for improving the educational achievement of students.

Standards. The goals students, teachers or schools seek to achieve or the desirable behaviors or models to which they should aspire. Standards describe what optimal performance looks like and what is desirable for students to know.

Content standards. Standards that specify what students should know and be able to do in various subjects and domains, such as mathematics or applied learning. Descriptions of content standards often include desired learner outcomes for specific educational levels.

Performance standards. Standards that answer the question "How good is good enough?" as outlined by content standards. Performance standards often are illustrated by benchmarks of student work and may contain gradations of performance.

School Delivery standards. Standards that suggest criteria for assessing whether schools are giving students the opportunity to learn material reflected in the content standards. Such criteria may include the availability of instructional materials or the preparation of teachers to teach according to the content standards.

COMMITTEE RECOMMENDATIONS

The recommendations in this report represent the consensus of district and school administrators, teachers, parents and community advocates. According to the consensus reached, all groups involved in developing the accountability policy and guidelines described agree to abide by what is proposed, even though individual groups may not wholly agree with all elements of the proposal.

Accountability and School Restructuring

The SAAC believes accountability is integral to school restructuring, that efforts to develop it should be included in the restructuring planning cycle, and that it should be implemented at all district schools. The committee believes further that accountability is *not* a simple recognition-and-intervention process occurring at the end of each school year to reward or punish schools. Rather, accountability entails the adoption of district standards, development of site-level learner outcomes, ongoing assessment of student progress, recognition or intervention actions taken as a result of progress or lack of progress, and reporting of school progress. It applies to student achievement throughout district schools, including schools participating directly in integration programs, and is intended to promote equitable opportunities for all students to learn.

The following nine steps describe the restructuring planning cycle into which the development of student achievement accountability is integrated:

1. Adopt student achievement standards.
2. Establish baselines and targets for student achievement.
3. Conduct student and school needs assessments.
4. Design appropriate, research-based curriculum and instruction, structures, staffing arrangements and schedules.
5. Identify and (re)allocate resources and apply for any waivers needed.
6. Design and implement appropriate assessments.
7. Evaluate and report progress toward student achievement standards and targets.
8. Make necessary changes based on evaluation.
9. Recognize progress and, if necessary, intervene when there is no progress

Accountability System Guiding Principles

The SAAC reached consensus on a broad set of principles regarding accountability for student achievement. The committee intends these principles to guide implementation of an accountability system in the San Diego Unified School District.

1. The whole educational community, including board members, central office administration, school site staff, parents, students, business and community members, is responsible and accountable for student achievement.
2. Schools are accountable for achieving all of the district's mission, goals and objectives, with special emphasis on those related to student achievement.
3. All stakeholders employed in the education system will demonstrate their responsibility in helping students achieve learner outcomes and will be evaluated according to the manner in which they fulfill that responsibility.
4. Schools will develop and implement accountability practices in existing site planning processes. Practices will be based on a districtwide accountability system that is characterized by high standards, uses a variety of forms of student and program assessment, includes recognition and intervention procedures and practices, and assures timely and accurate public reporting.
5. Schools will fully and accurately report student achievement results in a public process that emphasizes progress achieved.
6. Consequences of the accountability system will include recognition when progress is achieved as well as intervention when progress is not achieved. Recognition and intervention processes will be implemented equitably across schools in the district.

7. Standards related to the accountability system will be applied to *content* (what students should know and be able to do), *performance* (how students should perform against a set of high, external and comparable standards), and *service delivery* (conditions that should be available to achieve standards).

Major Elements of the Proposed Accountability System

The major elements of the proposed accountability system are ***standards, assessments, recognition and intervention*** and ***reporting***. The committee reached consensus on the following understandings of the elements:

Standards

Development of Standards

1. California curriculum frameworks and available national standards provide a broad framework for the development and adoption of district standards.

2. Standards should be jointly adopted by and clearly articulated to the entire educational community, including board members, central office administration, principals, teachers, parents, students, business and community members.

3. Standards should a) describe what students should know and be able to do *(content)*; b) define various levels of competence in the subject matter set out in the content standards *(performance)*; and c) identify the conditions necessary to achieve the standards *(service delivery system)*.

4. The development of district standards, as well as their adoption by the Board of Education, should be viewed as a dynamic process that is subject to being refined over time and modified to reflect new knowledge in the subject matter areas.

School Responsibility for Standards

1. The school should be considered the primary unit of accountability for implementation of the district standards; it is responsible for maintaining high expectations and standards of student achievement and conduct. The site leadership team should be accountable for making certain all of its decisions foster student achievement.

2. Schools should use the district standards and their appropriate assessments as a basis for organizing and implementing their instructional programs to improve student achievement.

3. To meet the needs of their unique student populations, school sites should have flexibility to develop learner outcomes; adjust subject matter and course outlines, including content to reflect local interest and diversity; choose pedagogy; and select additional instructional materials that are consistent with the state curriculum frameworks.

4. District standards, site learner outcomes and their related assessments should serve as the basis for recognition and intervention to ensure progress in student achievement.

Assessment

1. Multiple forms of assessment should be employed to evaluate student and school performance in light of adopted standards. The California Learning Assessment System (CLAS), formerly the California Assessment Program, and performance assessment instruments such as portfolios, projects and exhibitions should be considered equally valid assessments. It is important that accepted quality indicators currently in place continue to be utilized.

2. A variety of assessment instruments as well as data collected from a variety of sources should be employed to assess the quality of a school's instructional program. Factors such as attendance and dropout rates, student and parent survey data, college preparatory course enrollments and case study information, among other indicators, should be considered.

3. Students should have a variety of opportunities and contexts in which to demonstrate what they know and can do in relation to learner outcomes.

4. Appropriate, high-quality assessments should grow out of excellent teaching practice, thereby creating links between curriculum, instruction and assessment. Appropriate training for principals and site staff is needed to support high-quality classroom programs.

5. Teachers should play a central role in the development of district standards, site learner outcomes and appropriate assessments.

6. To reduce duplication the district should develop a coherent assessment policy that links local and newly emerging state and national performance-based assessments. Appropriate training and resources must be available districtwide in order to implement the policy.

Recognition and Intervention

The relationship between accountability for student achievement and professional performance evaluations needs to be referred to the bargaining units for negotiation.

General Recommendations

1. The district's approach to accountability must be integrated with its overall approach to restructuring.

2. Training is essential to ensure that members of the educational community understand their roles and responsibilities regarding accountability for student achievement.

Recognition

3. Individual school staff members should be recognized for what they do to improve student achievement as measured by district standards and school-site learner outcomes. Recognition terminology must be consistent with teacher and manager evaluation systems.

4. School staff members collectively should be recognized for improving student achievement.

Intervention

5. An intervention process should be established to ensure that each school is highly effective for all of its students and accountable to the public for student achievement. The process

should recognize that when schools fail to foster the educational achievement of their students, the students suffer most directly the negative consequences of the schools' failure.

6. An employee evaluation and advancement process should take account of employees' willingness to take risks in seeking to improve student achievement as well as of feedback regarding employee performance from all school system organizational levels, including the school system's primary constituents, the parents and students.

7. The intervention process for individual school staff members should be consistent with teacher and manager evaluation processes.

8. Each employee should be matched with a job that suits the employee's skills and meets the needs of particular sites. If, after all reasonable efforts have been made, an employee is not successful in a particular job, the district should provide career counseling without foreclosing or jeopardizing future job options for the employee.

Reporting of Accountability

1. Student achievement should be the primary focus of the accountability reporting process. The School Accountability Report Card (SARC) represents one vehicle for public reporting.

2. Accountability reporting should be an integral part of the school planning process. Each school site should agree on goals, objectives, targets, timelines and responsibilities at the beginning of the school year, revise them as needed during the year, and evaluate them at the end of the year. Accountability should be integrated with existing planning processes and with the work of existing monitoring entities.

3. Accountability reporting should be the responsibility of the site governance team. This responsibility includes authentic assessment and outreach to parents and students.

4. Accountability reporting should communicate in language appropriate for each school community

   - what the school is trying to accomplish (district/site mission, vision, goals, objectives and targets)
   - how well the school is performing in light of what it is trying to accomplish
   - what obstacles and barriers the school has encountered
   - what steps the school plans to take to overcome obstacles to improving achievement

5. Accountability reporting should entail two-way communication between the school and its public regarding expectations and results.

6. Accountability reporting should use a variety of means of communication to reach diverse audiences.

Implementation Guidelines for Student Achievement Accountability Policy

Adoption of a District Accountability Policy

The Student Achievement Accountability Committee (SAAC) recommends that the district adopt the following accountability policy to ensure the achievement of district goals and objectives:

Accountability Policy

It is the policy of San Diego City Schools to be accountable for the educational achievement of all its students. The school district demonstrates its commitment to this policy through a mutual accountability system. Each school is required to emphasize student achievement as measured by equitable district standards for all students. Each school also is required to integrate accountability in its existing planning processes. The district administration and central office staff are required to provide school sites with the resources needed to enable students to meet district and school-site standards of achievement.

The following implementation guidelines are proposed for both district central offices and schools for each of the major recommendation areas: restructuring, guiding principles, standards, assessment, recognition and intervention, and reporting.

To promote implementation of a districtwide accountability system, the SAAC has recommended that Leadership in Accountability Demonstration (LAD) Schools be established. The SAAC believes LAD Schools can contribute to the development of a prototype system for understanding, implementing and reporting accountability in student achievement. Schools in the district have been given the opportunity to apply to become LAD schools. The application procedure used is outlined in Appendix D. The process those schools will follow is described in Appendix E.

Implementation Guidelines: Accountability System in a Restructuring District

All schools will be actively engaged in a restructuring planning process to improve student achievement. Development of a districtwide accountability system will be an integral part of the restructuring process.

The proposed system will focus on the district mission, goals and objectives while allowing schools to establish learner outcomes based on the district's high standards. Once these targets have been established, appropriate assessments will be developed and utilized to assess student achievement. Procedures and practices for recognition and intervention also will be developed. Each school will report its student achievement results publicly and in a timely manner.

For the District

1. District staff will proceed with planning as outlined in the three-phase accountability process presented in Appendix E, "Accountability Process," and in Appendix F, "Accountability Support Chart."

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2. All stakeholders in the educational community are responsible for student achievement. The appropriate role of each stakeholder will be considered in each school's accountability plan.

3. District assistance teams and central office administrators and support staff who provide services to schools will demonstrate their responsibility for student achievement. As part of their performance evaluations, they will be evaluated according to the manner in which they fulfill that responsibility.

4. Site selection of teaching staff is a condition necessary to assure student achievement accountability. This matter should be submitted to negotiation between district representatives and representatives of the San Diego Teachers Association.

5. The relationship of the individual's performance evaluation to the school accountability process should be submitted to negotiation between district representatives and representatives of employee organizations.

For Schools (site administrators, teachers, staff, parents and students)

> **Note:** It is understood throughout this report that different individuals or groups at a school site may be responsible for taking the initiative for different steps in implementing the site's student achievement accountability process. All school-site stakeholders, however, are responsible for assuring that the steps indicated are taken for the benefit of all the students. In addition, parents have particular responsibilities regarding the education of their own children, which no one else can fulfill, and students have particular responsibilities regarding their own learning.

1. Each school will involve school-site stakeholders in integrating accountability for student achievement into existing planning processes such as the single site plan. The accountability systems included in site-level plans will be responsive to the specific needs of students and will represent the consensus of the stakeholders. PQR, integration review and accreditation will be used in part to help determine whether school sites are meeting the goals of the accountability system.

2. Each school-level plan will include, at minimum, the following elements:

   - student achievement goals and objectives based on the district standards
   - appropriate means of assessing attainment of goals and objectives
   - a set of appropriate recognition or intervention measures
   - public reporting practices

   In addition each school accountability plan will indicate how the school community proposes to meet any particular challenges the school faces in improving student achievement. These challenges might arise from such factors as student transiency rates, school and neighborhood security, class size, student attendance rates, and material and training resource needs. The plan also will indicate how the school's efforts to improve student achievement are related to its efforts to foster harmonious relations among racial and ethnic groups represented in the school community.

3. Each school will be held accountable for at least one objective related to student achievement in both language arts and mathematics.* Schools will be encouraged to include objectives in other academic or nonacademic areas.

4. School employees will demonstrate their responsibility for student achievement. As part of their performance evaluations, they will be evaluated according to the manner in which they fulfill that responsibility,

5. All stakeholders will work together to assure that students have access to all of the community resources necessary to further the students' educational achievement.

Implementation Guidelines: System of High Standards

The accountability process at each school will be correlated with a district system of high standards. The content of the district standards, the levels and measures of performance according to the standards, and the educational delivery system required to enable students to meet the standards will be defined according to criteria agreed upon by district stakeholders.

For the District

1. The California curriculum frameworks and national standards, such as the National Council of Teachers of Mathematics standards, will provide guidelines for determining the content of what is taught in district schools and thus the content for developing the district's set of standards.

2. A District Standards Board will be established to a) facilitate and support the development of learner outcomes and related assessments at schools, and b) review school site-developed learner outcomes.

3. The District Standards Board will include representatives of all stakeholders; teachers will constitute at least half of the membership of the board.

4. The District Standards Board will develop standards in all subject areas, beginning with the development of cumulative standards at grades 4, 8 and 10 in language arts and mathematics.

5. The District Standards Board will communicate standards to all stakeholders.

6. District standards will remain flexible enough to incorporate standards that may be developed by CLAS or by the New Standards Project.

For Schools (site administrators, teachers, staff, parents and students)

1. Schools will develop their learner outcomes using the district standards as a basis.

2. Schools will identify expected levels of student achievement in their accountability objectives.

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* In response to the concern expressed by the district's board of education regarding closing the student achievement gap, district and individual school efforts currently focus on improving curriculum, instruction and assessment in language arts. LAD schools will adopt this focus as they work toward developing a prototype accountability system for the district.

3. Each school will develop a process for assuring accountability for the educational achievement of its students. The process will represent a consensus of the school's governance team and will be subject to the approval of the appropriate School Services Division assistant superintendent. Accountability measures will be integrated with existing review processes, such as the single site plan, PQR and the Western Association of Schools and Colleges accreditation review.

4. Each school will identify the delivery system standards, such as standards of training, support and instructional materials, that are necessary to ensure that student achievement goals and objectives are met.

5. Each school will communicate to its stakeholders the local school community's responsibilities in enabling students to achieve agreed-upon learner outcomes and the methods agreed upon for achieving the school's goals and objectives.

6. Accountability for student achievement is not intended to erode school autonomy. To meet the needs of their unique student populations, school sites will have flexibility to develop learner outcomes; adjust subject matter and course outlines, including content to reflect local interest and diversity; choose pedagogy; and select additional instructional materials that are consistent with the state curriculum frameworks.

7. Parents will assure that their children attend school regularly and complete their homework regularly.

8. Parents will support the school-site code of conduct.

9. Parents will strive to establish and maintain an environment that enables their children to learn to value and respect themselves and others.

10. Parents will strive to become aware of their children's learning and to become involved to the fullest degree possible in their children's education.

11. Students will demonstrate active participation in their own education.

12. At the appropriate ages, students will be held accountable for regular attendance at school.

13. Students will follow the school code of conduct.

14. Students will strive to respect themselves and others.

Implementation Guidelines: Assessment

Existing planning processes will be used to identify appropriate tools to measure student achievement. CLAS as well as such forms of performance assessment as portfolios, projects and exhibitions will be considered valid, meaningful assessment instruments. Ongoing self-evaluation will be a key component of any assessment system.

For the District

1. The district central office staff will serve as a resource to schools regarding the development of assessment instruments. The staff will draw from the work of such projects as CLAS field testing, Equity in Teaching and Learning Practices, the California Assessment Collaborative, the New Standards Project, foundation-funded projects, and the Urban Math Collaborative to develop appropriate assessment instruments.

2. The district central office staff will assist schools in integrating the development of assessment policies, procedures and instruments with the current reform efforts of the PQR, Chapter 1, and district objectives dealing with assessment.

For Schools (site administrators, teachers, staff, parents and students)

1. Schools will identify which assessments, in addition to CLAS, they will use to measure student achievement. Until district standards are in place, schools will work towards the continuous progress of all students.

2. Schools will consider a variety of indicators in addition to assessments to evaluate the quality of their educational programs. These indicators might include among others attendance and dropout rates, student and parent survey data, college preparatory course enrollments, and case study information.

3. Schools will provide students with a variety of opportunities and contexts in which to demonstrate what they know and can do.

Implementation Guidelines: Recognition and Intervention

Each school will include recognition and intervention components in existing planning processes. Recognition and intervention practices will be used to acknowledge student achievement and to assure appropriate consequences if a school does not achieve its goals and objectives.

For the District

1. The recognition and intervention components in the accountability system will be aligned with the district's performance evaluation process for teachers and managers.

2. A District Accountability Committee will be formed to review each school's progress in achieving its accountability goals and targets. The committee will include equal representation of all stakeholders. It will review findings for each school resulting from such existing review processes as the single site plan, PQR and the WASC accreditation review and will recommend to the superintendent and Board of Education appropriate recognition and intervention for schools. The renewal phase described on page two of Appendix E outlines possible recognition and intervention measures.

3. The district central office staff will take the lead in communicating to parents and community leaders the new accountability system and its concept of shared accountability.

For Schools (site administrators, teachers, staff, parents and students)

1. Individual school staff members will be recognized for contributing to achievement of the school's accountability-related goals and objectives.

2. Appropriate means of recognizing achievement of goals and objectives will be identified by schools. These means might include provision of planning time, common prep periods for teacher teams, professional growth opportunities, and training.

3. School-site planning related to accountability will include an ongoing self-assessment and action plan. The plan will ensure that in cases in which district and site-level goals and objectives are not achieved, appropriate changes will be made and support will be provided to school-site staff to make the changes. This self-assessment will be the first phase of an overall intervention process.

4. Each school site's accountability plan will make clear the roles and responsibilities of the school's various stakeholders for ensuring student achievement.

5. Each school site's accountability plan will define expectations for students, parents, teachers, principals and other school staff regarding student achievement.

6. Intervention will be employed only after a careful analysis determines whether the key stakeholders actually have fulfilled their identified roles and responsibilities regarding student achievement.

Implementation Guidelines: Public Reporting

Each school's accountability plan will include a public reporting component. Goals, objectives, targets, timelines and responsibilities will be agreed upon at the beginning of the school year, revised as needed during the school year, and evaluated at the end of the year.

Accountability reporting is the responsibility of the site governance team. This responsibility includes authentic assessment and outreach to parents, students and community.

For the District

For schools participating in accountability reporting, the district central office staff will pursue a waiver from the state requirements regarding the School Accountability Report Card .

For Schools (site administrators, teachers, staff and parents)

Schools will report their progress in achieving goals and objectives identified in their accountability plan each year. It is understood that many objectives will be multi-year in scope.

Implementation Timeline

Date	Activity	Responsibility
December 15, 1992	SAAC Report to Board	Callahan
January 26, 1993	Action/Second Reading of SAAC report	Callahan
January 27, 1993	LAD applications distributed	
January 28, 1993	SAAC Meeting • Review board meeting • LAD schools application review pre-training	SAAC
February 4, 1992	LAD schools application workshop	Callahan
February 10, 1993	LAD schools application workshop	Callahan
February 16, 1993	Report work session	SAAC
February 18, 1993	LAD schools application workshop	Callahan
February 24, 1993	Report work session	SAAC
February 25, 1993	SAAC meeting Training for LAD schools application review	SAAC & Asst. Sups.
February 26, 1993	Report work session	SAAC
March 2, 1993	Report work session	SAAC
March 11, 1993	Report work session	SAAC
March 15, 1993	Report work session	SAAC
March 18, 1993	LAD schools applications due	Callahan
March 22, 1993	Cabinet review	Callahan
March 23, 1993	Board report	Callahan
March 25, 1993	SAAC meeting Selection of LAD schools	SAAC & Asst. Sups.
March 26, 1993	LAD schools notified	Callahan
March 30, 1993	SAAC meeting	SAAC
April 22, 1993	SAAC meeting	SAAC

Background

At the July 31, 1990, meeting of the San Diego Unified School District Board of Education, the chairs of the African American, Asian-Pacific, and Mexican-American advisory groups to the superintendent requested that a committee be established to make recommendations concerning accountability in relationship to the district's objective of closing the student achievement gap. In response, in December 1990 the Student Achievement Accountability Committee (SAAC) was formed, with representation from the three advisory committees, the Administrators Association San Diego, the San Diego PTA Council, and the San Diego Teachers Association.

On May 28, 1991, the first SAAC presented its report to the superintendent and Board of Education. The committee made five recommendations: to establish a set of guiding principles for a district accountability system, to design multiple criteria for evaluating schools, to develop a system of incentives and rewards, to monitor school performance through the creation of a standing accountability committee, and to review and revise the district's objective of closing the student achievement gap.

After receiving feedback on the report from district staff, employee organizations and community members, the superintendent requested that the SAAC continue in operation to complete the task of designing a district accountability system. The committee was expanded to include the presidents of the Administrators Association, representation from the district Board of Education, and additional representation from the San Diego PTA Council and the San Diego Teachers Association.

The expanded committee was charged with

- refining the broad accountability concepts contained in the original report and developing structures for making those concepts concrete
- disseminating its proposals for an accountability system widely for review and comment
- proposing a relationship between the criteria for assessing school performance and the criteria for assessing individual staff performance.

From October 1991 through December 1992, the committee met and received assistance in its deliberations from the National Alliance for Restructuring. District staff from Human Resource Services, School Services Division Area VI, the Management Performance Evaluation Process Committee, the Teacher Evaluation Committee and the Equity in Teaching and Learning Practices Committee served as resource staff during these deliberations.

On January 26, 1993, the SAAC presented its report to the Board of Education. The Board noted areas in which committee members had reached consensus as well as those in which consensus had not yet been achieved. It charged the committee to continue its deliberations in an effort to broaden its consensus and to clarify its recommendations.

During February and March 1993, the committee held four additional work sessions which were followed by two related staff work sessions. The committee's deliberations took the form of an interest-based discussion whose aim was to achieve greater consensus and clarity. Committee members agreed to work from the report submitted on January 26. They also agreed that each member was empowered to speak for his or her group, that agreements made at each work session would stand and that if consensus was not achieved on specific items, these would be referred to the Board of Education. Finally, the committee agreed that the results of its deliberations would be presented to staff for inclusion in a final report. The results of this process may be found in the report that the committee submitted to the Board for consideration at its March 23, 1993, meeting.

Appendix B

Overview of Accountability

Current Research in Accountability

"Educational Accountability: A Driving Force for School Reform," a paper written for the California Education Summit of December 1989, locates accountability for student achievement at the heart of school reform.

> Successful educational reform requires a coherent overall strategy for implementation. This strategy must simultaneously attend to curriculum goals, instructional materials, teacher [training], administrator leadership training, and assessment for both teacher use and public accountability. One of the most critical strategies for reform is an accountability system that provides information to teachers, parents, and the public on the strengths and weaknesses in student performance at the school, district, and statewide levels. At the heart of that accountability system is an assessment component specifically designed to support a curriculum.[1]

The authors suggest that accountability understood in this manner entails the "effective use of information to focus energy toward the attainment of goals."[2]

Darling-Hammond and Ascher have suggested that accountability involves an entire system of "commitments, policies and practices" which are intended to

1. heighten the probability students will be exposed to good instructional practices in a supportive learning environment;

2. reduce the likelihood harmful practices will be employed; and

3. provide internal self-correctives in the system to identify, diagnose and change courses of action that are harmful or ineffective.[3]

The authors warn school districts not to confuse the indicators of accountability with accountability itself. "[P]erformance indicators, such as test scores and dropout rates, are information for the accountability system; they are not the system itself," they write. "Accountability (i.e., responsible practice and responsiveness to clients) occurs only when a useful set of processes exists for interpreting and acting on the information."[4] Similarly, according to the Education Summit paper, a good accountability system is one that selects the right indicators of performance and reports them to the right audience, "with meaningful incentives attached to performance, where appropriate."[5]

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1 "Educational Accountability: A Driving Force for School Reform." A paper prepared for discussion at the California Education Summit, n.d., pp. 1–2.

2 *Ibid.*, p. 4.

3 Linda Darling-Hammond and Carol Ascher, "Creating Accountability in Big City Schools." ERIC Clearinghouse on Urban Education, Urban Diversity Series No. 102, March 1991, p. 2.

4 *Ibid.*

5 "Educational Accountability," *op. cit.*, p. 4.

District Interest in Accountability

San Diego City Schools is dedicated, through its mission statement, to educate all its students through excellence in teaching and learning in an integrated setting. School district stakeholders agree that students must be adequately prepared for the challenges of the next century. What is needed is recognition of our mutual accountability for student performance, of our interwoven responsibilities to and for the children we teach. The challenge is all the greater in this time of diminishing material resources.

Climate for Change

The time appears right for such initiatives. Education in general is undergoing reform, and increased public attention is being given to the place of accountability in the school restructuring process.

The 1992 Gallup Poll[6] has demonstrated that most Americans favor a tightening of educational standards and more public reporting of student achievement. The poll indicated that respondents favor

- national standards of achievement in five subject areas, plus thinking and writing skills (81 percent)
- national tests to determine whether such standards are being met (77 percent)
- report cards for individual schools (73 percent)
- a national curriculum (68 percent)
- holding educators accountable by firing teachers and administrators whose schools are not meeting the standards (57 percent)

Local, State and National Context for Accountability

The San Diego Unified School District's goals and objectives make the need for a system of accountability clear. The Superior Court order which mandates the district's desegregation efforts places great emphasis particularly on accountability for closing the student achievement gap among students of various racial/ethnic groups. This emphasis is underscored by the plaintiff's letter detailing the need for greater accountability for learner outcomes in the court-identified racially isolated schools. The district's Integration Review process, which monitors the strengths and weaknesses of the district's integration and race/human relations efforts, represents a response to this need.

Movement toward increased accountability for student achievement also is evident at the statewide level. Several state-initiated programs require schools and school districts to report relevant information directly to educational shareholders for the purpose of reform.

- **California Learning Assessment System (formerly CAP)** contributes to accountability via student testing at grades 4, 5, 8 and 10 in language arts, mathematics, social studies and science. CLAS provides statewide performance standards for student learning. As a result of SB 662, which mandates a new state assessment system for California's students, CLAS will promote excellence in assessment by incorporating performance and portfolio activities into its design. Such assessment strategies integrate evaluation with curriculum and instruction rather than isolate it from them.

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[6] Reported in *Phi Delta Kappan*, September 1991.

San Diego City Schools has worked extensively with CAP; last year the superintendent chaired its Policy Committee and district staff served on its Technical Advisory Committee. This year, the eighth grade direct writing exam was administered. It is anticipated that testing at grades 4, 8 and 10 in language arts and mathematics will begin in 1992-1993, and that other grade levels and tests will follow in 1993-1994.

- **Program Quality Review (PQR)** uses a set of quality criteria that describe what an ideal program would look like in operation to examine the effectiveness of the school site's curriculum and instructional program as well as schoolwide organizational strategies.

- **School Accountability Report Card (SARC),** mandated by Proposition 98 for each public school in the state, provides information for parents and community members. The information includes data on student achievement, dropout rates, expenditures, class size, teacher assignments, textbooks, counseling, substitutes, safety, teacher evaluations, classroom discipline, teacher training, quality of instruction and administrator/teacher ratio. In San Diego City Schools, SARCs are prepared annually and are provided in community languages wherever possible.

- **Senate Bill 171 (Focus Schools)** is a two-phase program to improve schools in California whose students have been identified as at risk in comparison with students in the rest of the state. Implementation is tentatively scheduled for Fall 1993.

- **Subject matter curriculum frameworks** represent California's content standards for student learning. The frameworks form the basis for PQR monitoring and for the statewide testing program. All textbook adoptions and district curriculum guides are aligned with the frameworks.

- **Western Association of Schools and Colleges (WASC)** is a secondary school accreditation process which compares an individual school's curriculum, instruction, climate and self-improvement process to high statewide standards.

Finally, at the national level, there also is movement toward increased accountability for student achievement. The White House's America 2000 outlines national goals in education. The National Educational Goals Panel has called for a national examination system to provide achievement results across states and districts. The New Standards Project (in which San Diego City Schools is a partner) includes 17 states and six school districts working together to develop performance and portfolio assessments in grades 4, 8 and 10 in language arts and mathematics. It is intended that the tasks developed by the project be used by states and districts as part of their examination systems in order to provide achievement data based on nationally agreed-upon standards. The reauthorization of Chapter 1 moves Chapter 1 programs away from standardized testing to show program growth to alternative assessment measures which more effectively capture the learning taking place.

Accountability in Other School Districts

San Diego City Schools clearly is not the only district interested in improving accountability for student achievement. A review of what is taking place in three other notable school districts regarding student achievement accountability may provide a basis for comparison.

New York City Public Schools is in the second year of its Accountability Project, an effort involving 25 schools on a pilot basis which is designed to

1. help schools understand and interpret existing student achievement data to make better decisions about educational goals;

2. enable schools to learn more about alternative assessment techniques to determine how well students are learning;

3. provide an opportunity for the district to determine whether and how to expand alternative assessments to other schools; and

4. pilot methods for aggregating alternative assessment data for use in school accountability.

The Accountability Project relies heavily on the use of the California Learning Record as its measurement tool; use of this instrument also being piloted in San Diego City Schools. (See Board of Education report of March 14, 1992.) To ensure the effectiveness of the district's delivery standards, a cadre of central office "assisters" have been trained to serve the specific needs of individual schools. According to the district, this system provides "top-down support for bottom-up reform."

Pittsburgh Public Schools is using its ongoing portfolio work from Arts Propel in grades 6-12 to make a public accounting of the performance of the school system. The major activities of this program include

1. teacher workshops to derive and evaluate a representative sample of student portfolios;

2. external audit of findings by independent reviewers, including parents, union officials, business and community leaders; and

3. a reporting event at which results of the accounting are made public.

The program's goal is to move from "a testing culture that narrows teaching and distorts learning" to an assessment culture that considers evaluation an integral part of learning. Program participants consider the Audit Committee to be a critical first step in the overall development of accountability for student performance.

Rochester (NY) Public Schools has developed district standards for student achievement, drawing heavily on the National Council for Teachers of Mathematics standards, the New York state subject matter syllabi (similar to the California frameworks) and the initial work of New Standards Project. The standards emphasize broad-based learner outcomes, rather than subject-specific grade-level competencies. Rochester will now develop an assessment system featuring performance and portfolio activities to complement its standards.

Pittsburgh, Rochester and San Diego are partners in a number of national projects, including the New Standards Project, the National Alliance for Restructuring Schools and the Harvard Performance Assessment Collaborative in Education (PACE).

Student Achievement Accountability Committee

Name	Address/Location
Administrators	
Ann Bolton, Principal	University City High School
Del Evans, Principal	Past President, AASD
Melinda Martin, President	Administrators Association
Adel Nadeau, Principal	Linda Vista Elementary
Sam Wong, Principal	Muir Alternative School
Classified	
Charlotte Brown	ESP/NEA
Community Member	
Betty Brown, Chair Committee for the Education of African American Children	5804 Plumas San Diego, CA 92139
Kenji Ima, Chair Asian Pacific Education Council	4340 Valle Vista San Diego, CA 92103
Alberto Ochoa, Member Mexican American Educational Advisory Committee	1615 Linbrook Drive San Diego, CA 92111
Board Member	
Shirley Weber, Member Board of Education	Education Center Room 1241
Parents	
Victor De La Cruz	2242 Kearny Avenue San Diego, CA 92113 Parent Involvement Task Force
Helen Kinnaird	3739 Poe Street San Diego, CA 92107
Patt Sloan	5093 Dawne Street San Diego, CA 92117

Teachers

Bill Crane, President San Diego Teachers Association	10393 San Diego Mission Road San Diego, CA 92108
Eleanor Hune	Tierrasanta Elementary
Lenora T. Smith	O'Farrell Community School
Becky Wilder	Edison Elementary

Resource Staff

Freda Callahan	Education Center, Room 3126
Linda Carstens	Education Center, Room 3133
Mary Hopper	Education Center, Room 1241
Gail Sheehan	Education Center, Room 3126

Appendix D

ADMINISTRATIVE CIRCULAR NO.
Superintendent's Office No.

SAN DIEGO CITY SCHOOLS

Date: December 16, 1992

To: School Principals and Site Governance Team Chairpersons

Subject: APPLICATION PROCEDURE FOR LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Department and/or Persons Concerned: School Principals and Site Governance Team Chairpersons

Reference: None.

Action Requested: Interested schools apply for demonstration school status

Brief Explanation:

You are invited to participate in the district's Leadership in Accountability Demonstration (LAD) project. This project will serve as a prototype system for understanding, developing, and reporting accountability in student achievement across the district.

For nearly two years, the Student Achievement Accountability Committee (SAAC) has met to develop a set of guiding principles in accountability. The committee's final report is attached for your information.

Incentives for Participation

LAD schools will develop accountability plans to demonstrate progress in student achievement. Many sites have initiated projects, strategies, and/or activities aimed at improving students' achievement. For example, some schools have developed learner outcomes for certain subject areas, while others have become involved in the development of performance assessments at the classroom level. Others have redesigned their instructional day to maximize learning, or have focused their staff development for 1992-93 in one particular instructional area. Such sites will find that LAD participation will add congruence to their work, by tying their activities into one coherent educational program with high standards for all students. Other benefits of participation include:

- Sustained attention from an interdivisional District Assistance Team.
- Opportunity to provide leadership in accountability for the rest of the district.
- Intensity of support from the area assistant superintendent.
- Increased flexibility in the design of their restructuring plan.
- Priority for waivers from Restructuring Leadership Team.
- Opportunities for innovations in staff evaluations.
- Opportunities for involvement in national and state projects in performance assessment.
- Flexibility in the use of unrestricted resources (block grant).
- Increased professional inservices based on identified needs.

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Responsibilities of Demonstration Schools

In conjunction with existing planning processes demonstration schools will:

- Infuse accountability elements into existing planning processes.
- Receive training in the four facets of accountability (standards, assessments, recognition/intervention, and reporting).
- Work with a District Assistance Team to meet school site needs.
- Design or identify multiple criteria for assessing student progress.
- Establish baseline measures and improvement targets.
- Design simple reporting tools and process for revising plans.
- Describe and recommend appropriate district recognition/intervention measures within budget constraints.
- Serve as a mentor for other district schools.

Application and Review Process

Interested schools and their site governance teams should work together to complete the attached application. Please note the attached project timeline for an overview of all future deadlines. Applications should be submitted by the site governance team to Freda Callahan in Room 3126, Education Center, by February 18. A combined committee of SAAC members in consultation with School Services Division assistant superintendents will review the applications that are received.

Application Assistance

The Grant Development Office will conduct three workshops in January to assist schools in preparing applications. A Workshop Registration Form is attached for those schools interested in attending.

Questions related to the application narrative should be directed to Dr. Callahan (293-8412) or Linda Carstens (293-8464). Questions related to the attachments or application format should be directed to Roxie Knupp, Grant Development Office (293-8024 or -8025).

Selection Criteria

Approximately ten schools will be selected for participation and will be representative of each School Services Division area, all schools levels, and all types of integration programs. Extensive commitment by the site governance team will be a primary factor in the selection process. Applications will also be evaluated on the school's vision and efforts in restructuring and their reasons for seeking LAD status.

Participation in the accountability development and assessment phase will commence as soon as the demonstration schools have been selected. All other district schools will follow the lead of the demonstration schools beginning in school year 1994-95.

I look forward to your participation in the development of an accountability process for San Diego City Schools.

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Project Timeline

December 15, 1992	Progress report to the board
December 16, 1992	Copy of SAAC report, application procedure and workshop response sheet sent to sites
First week in January 1993	Schools register for application workshops
Second and third weeks in January 1993	Application workshops
Thursday, January 7, 4:00 p.m. Thursday, January 21, 4:00 p.m. Wednesday, January 27, 4:00 p.m.	Location to be determined Location to be determined Location to be determined
February 18, 1993	Applications due to Freda Callahan, Room 3126
February 25, 1993	Demonstration schools selected
February 26, 1993	Demonstration schools notified
Remaining 1992-93 school year	Assessment and development phase for demonstration schools
* 1993-95 school year	Resource/assistance and restructuring phase for demonstration schools
1994-95 school year	Renewal phase for demonstration schools All district schools begin assessment and development phase

* It is anticipated that some demonstration schools may require a longer timeline to demonstrate progress toward student achievement.

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Workshop Registration Form

Please provide the following information to register for a Leadership in Accountability Demonstration School workshop:

SCHOOL SITE: _____

SITE REPRESENTATIVE: _____

Please indicate which workshop you would like to attend:

_____ Thursday, January 7, 4:00 p.m.

_____ Thursday, January 21, 4:00 p.m.

_____ Wednesday, January 27, 4:00 p.m.

Specific information regarding location will be sent to you after your registration has been confirmed.

After completion, please send by school mail to:

Education Center, Room 3126
Attention: Roxie Knupp

SAN DIEGO CITY SCHOOLS

APPLICATION PROCEDURE FOR LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

The attached application is intended to give the Student Achievement Accountability Committee and School Services Division assistant superintendents a snapshot of each school's current efforts and interests in further developing the areas of student achievement and accountability. Interested schools and their site governance teams should work together to complete the application.

Following is a description of the elements which should be included in the application in their correct order.

Cover Page

Add the name of your school to the attached cover page.

Application Narrative

All seven questions should be answered thoughtfully and candidly. While schools have the flexibility of using as much or as little space as necessary to answer each question, the total of all responses to the seven questions may not exceed four single-spaced, single-sided pages. The application narrative may be prepared using a typewriter or computer. Allow a one-inch margin on all four edges of the pages, and use a type style and size that allow a maximum of 15 characters per inch and six lines per inch.

- On a typewriter, Prestige Elite fits this description.
- On a computer, Times, 12 point, is acceptable. (Do not use a size smaller than 12 point.)

Teaching and Learning Continuum

Use the Teaching and Learning Continuum guidelines to complete the one page graph. The graph should follow the narrative in the application.

Site Governance Team Approval

After reviewing the completed application all governance team members should sign this page as a part of the application.

Letter of Commitment from Area Assistant Superintendent

A letter of commitment from the area assistant superintendent with an original signature should be the final page of the application.

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Application

_____

School

Application Narrative

Please answer all of the questions thoughtfully and candidly.

1. What are your site goals or vision of restructuring for 1992-93?

2. How would your involvement as a LAD school in accountability tie to your restructuring goals or vision?

3. What assessment practices do you have in place now? How would you choose to augment those practices for greater accountability?

4. How do you envision the role of your primary stakeholders (district staff, area assistant superintendent, school site staff, parents, students, community,business, colleges and universities) in designing your accountability plan?

5. How do you foresee public reporting to parents and community of your accountability findings?

6. What activities do you have in place now to recognize staff efforts in improving student achievement?

7. What activities or system do you have in place now to assist staff to improve, expand or change their efforts related to student achievement?

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Teaching and Learning Continuum Guidelines

GENERAL GUIDELINES: Each school and site governance team should read the descriptors below and plot where each component of their academic program is located on the continuum at this time. This continuum will represent a snapshot of school's current status related to the three main areas of teaching and learning: curriculum, instruction, and assessement. It is understood that the movement toward successful teaching and learning is a developmental process; on the continuum schools may indicate little involvement in some areas, a moderate level of involvement in others, and a high level of involvement in a few others.

At this school, the staff . . .

CURRICULUM

. . . **Use integrated curriculum**: Site staff understand the importance of making connections across the content of the subject areas by planning and implementing interdisciplinary, thematic units of learning.

INDICATOR(S): Highly involved sites will have tied appropriate instructional strategies and performance assessments to the content of these units.

. . . **Use state reports**: Site staff are familiar with the state report appropriate to their school level (e.g., It's Elementary!, Second to None) and have discussed the report as related to their school restructuring.

INDICATOR(S): Highly involved sites will have used the state report as a framework for their restructuring and be able to cite its influence upon them.

. . . **Are familiar with frameworks**: Site staff are familiar with the basic principles of the state subject matter frameworks, understand that the frameworks provide guidance in designing curriculum, and use them as the basis for content standards in each area.

INDICATOR(S): A high level of involvement would presuppose that staff members have participated in subject matter projects, have served on district or state framework committees, or have discussed the implications of the frameworks at the site.

INSTRUCTION

. . . **Use a variety of strategies**: Site staff are aware that students have a range of learning preferences and seek to use strategies which represent that range. These strategies may include cooperative learning, peer coaching, and interactive instruction.

INDICATOR(S): Highly involved sites will be able to articulate the adaptation of instruction to a variety of student learners and learning situations.

. . . **Value student potential**: Site staff recognize that all students are capable of learning and maximize instructional opportunities to facilitate learning.

INDICATOR(S): Highly involved sites have classroom climates which are student-centered and support all students in their learning.

. . . **Focus staff development on teaching and learning**: Site staff have focused their staff development days on aspects of teaching and learning.

INDICATOR(S): Highly involved sites use some of their own staff members as facilitators or trainers.

ASSESSMENT

. . . **Hold high expectations for all students**: Site staff have one consistent standard for all students to achieve, but may have a number of methods to reach that standard. Expectations for student learning are not lowered based on racial/ethnic background, language fluency, or socio-economic indicators.

INDICATOR(S): Highly involved sites can articulate the standards and multiple approaches to achieving expectations.

. . . **Have site assessment committee**: Site staff, as part of the school governance team, have an assessment committee which reviews the site's participation in assessment activities and promotes the development of performance assessments.

INDICATOR(S): Highly involved sites use the assessment committee to support assessment reform at the site and to further the integration of assessment with curriculum and instruction.

. . . **Develop performance assessments in classes**: Site staff are familiar with the building blocks of performance assessment--portfolios, performance "hand-on" tasks, demonstrations, exhibitions, open-ended questions. Teachers use performance assessment in their classrooms to gather data on student achievement and to improve instruction.

INDICATOR(S): Highly involved sites have staff members who participate in performance assessment projects such as California Assessment Program, New Standards, California Learning Record, Stuart Foundations, Harvard PACE, and UCLA History Project.

GRAPHING GUIDELINES: Fill in one of the dots beneath each descriptor listed at the top of the page. To determine the correct dot, select the "Level of Involvement" on the left that best describes the staff's level of involvement in that area. Connect the nine dots with a line to complete the graph.

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SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Teaching and Learning Continuum

		CURRICULUM			INSTRUCTION			ASSESSMENT		
		Use integrated curriculum	Use state reports	Are familiar with frameworks	Use a variety of strategies	Value student potential	Focus staff development on teaching and learning	Hold high expectations on teaching and learning	Have site assessment committee	Develop performance assessments in classes
LEVEL OF INVOLVEMENT										
High Involvement	Involvement/ Implementation Shows Results	o	o	o	o	o	o	o	o	o
	Involvement/ Implementation Going Well	o	o	o	o	o	o	o	o	o
Medium Involvement	Involvement/ Implementation Initiated	o	o	o	o	o	o	o	o	o
	Needs Assessment Conducted	o	o	o	o	o	o	o	o	o
Low Involvement	Have begun Discussion/ Consideration	o	o	o	o	o	o	o	o	o
	Mostly Unaware/ Uninvolved	o	o	o	o	o	o	o	o	o
	Not Applicable	o	o	o	o	o	o	o	o	o

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Governance Team Approval

_____
School Name

School Services Division Area _____

_____
Date of Application Approval

Signatures of Governance Team Members:

_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position
_____ Signature	_____ Position

This page may be reproduced to accommodate Governance Teams with larger memberships.

SAMPLE

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Letter of Commitment From School Services Division Area Assistant Superintendent

_____

Name of School

I have reviewed this site's application for participation as a LAD school, piloting the district accountability system as a demonstration site. I agree that the school has the necessary criteria for consideration as a LAD school, such as:

1. Commitment from the site governance team.
2. In-depth analyses of their current status in restructuring and accountability.
3. Interest in stakeholder involvement and public reporting.

As the area assistant superintendent, I pledge to support the school as it develops its accountability plan, by providing my personal assistance and involvement, connecting the school to district and outside resources as available, and by encouraging flexibility and innovation in the school's teaching and learning system. Their plan will also include indicators of how I am accountable to the school, and specific ways in which I will assist them.

_____

Signature of Area Assistant Superintendent

School Services Division Area _____

_____(High School) Cluster

SAN DIEGO CITY SCHOOLS

LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION SCHOOLS

Application Checklist
(Suggested order of pages)

_____ 1. Cover Page.

_____ 2. Leadership in Accountability Demonstration School narrative responses to seven questions (maximum of four pages).

_____ 3. Teaching and Learning Continuum graph.

_____ 4. Governance Team Approval sheet(s) with the original signatures of all Governance Team members.

_____ 5. The Letter of Commitment from the school's area assistant superintendent with original signature. (sample provided)

_____ 6. At least one copy of the full application should be duplicated to keep in the school/Governance Team files.

APPLICATION DUE BY FEBRUARY 18

Appendix E

Accountability Process Overview

Phase 1: Development and Assessment Phase (February-June 1993)

1. Applications submitted by school sites interested in becoming Leadership in Accountability Demonstration (LAD) schools.

2. SAAC and area assistant superintendents select 10 demonstration schools from among applicants.

3. Demonstration schools conduct assessment of site needs. District Assistance Teams formed on the basis of site needs.

4. With assistance from the SAAC, demonstration schools, subject to the consensus agreement of their site governance teams, and District Assistance Teams will develop an accountability process. The process will include recognition and intervention plans and may be used as a model for a districtwide accountability system. The accountability process will be articulated to all stakeholders and integrated into existing planning processes at the LAD school sites. Waivers will be requested as needed.

5. The District Standards Board will develop district standards in language arts and mathematics. These standards will be articulated to the demonstration schools and to all stakeholders.

6. Demonstration schools will redirect resources and staff to meet the sites' accountability objectives.

7. Training and staff development will be provided at demonstration schools in developing standards, learner outcomes, alternative assessment and performance content. Training of stakeholders will be directly related to their responsibility in improving student achievement.

Phase 2: Resource/Assistance and Restructuring Phase (September 1993-June 1995; timeline adjustable)

1. With the help of District Assistance Teams and other district resource personnel, demonstration schools implement accountability within their existing site plans.

2. Training and staff development at demonstration schools and training of stakeholders continues.

3. Development of standards and learner outcomes continues.

4. Progress or lack of progress is assessed by review of multiple indicators and of findings of existing review processes. Site governance teams, with support from District Assistance Teams, evaluate results.

5. Site governance teams and the District Assistance Teams refer findings of the review process to the District Accountability Committee.

Phase 3: Renewal and Development/Assessment Phase (1995-)

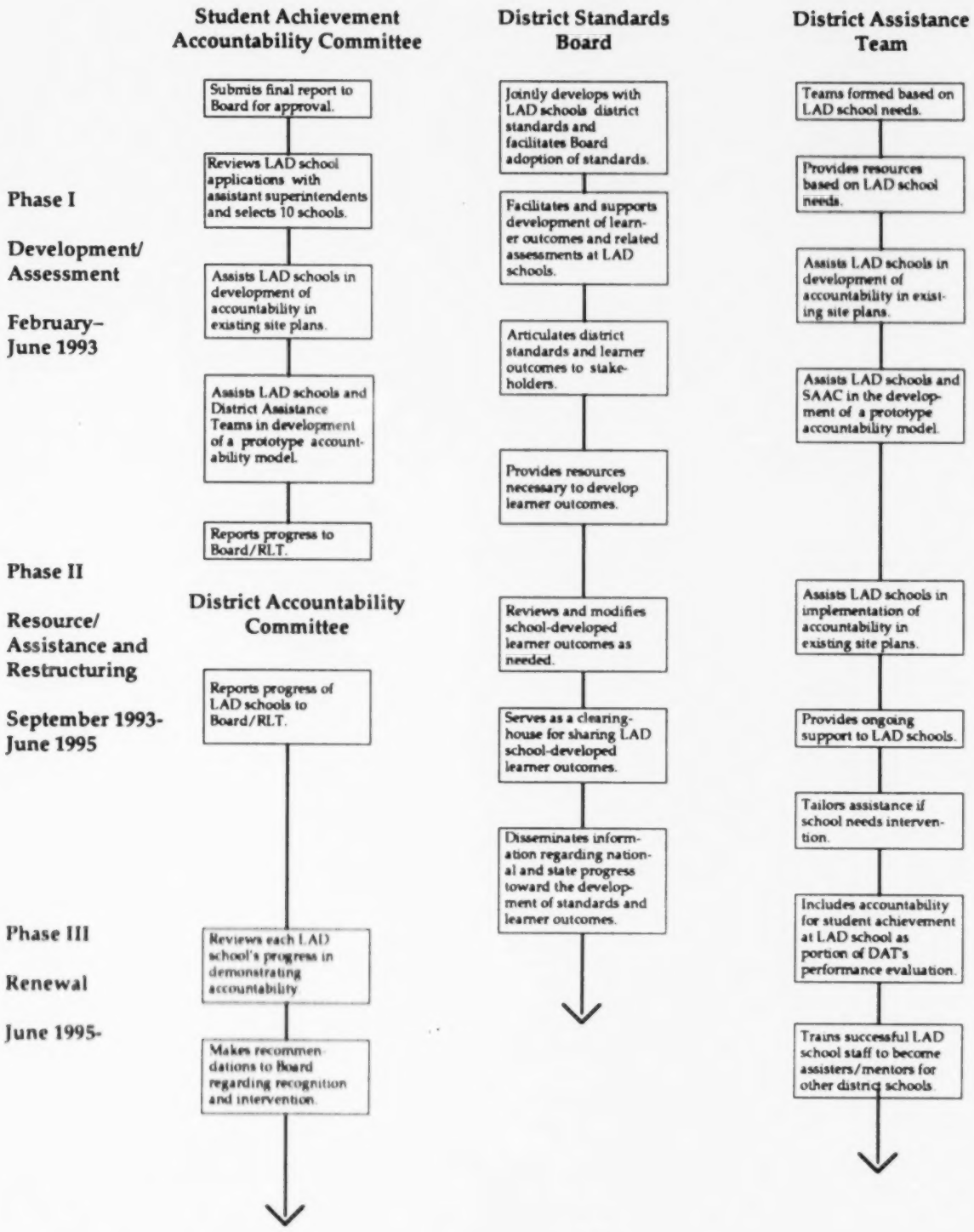
1. Recognition for progress or intervention for lack of progress implemented; implementation shall not conflict with state law, school district policy or employee contracts.

2. In the 1994-1995 school year, all district schools will begin the Development/Assessment Phase and subsequently will proceed through the second and third phases.

Student Achievement Accountability Committee
Accountability System

Phases	I Development/Assessment Phase	II Resource/Assistance and Restructuring Phase	III Renewal Phase	III Development/Assessment Phase
Time	February 1993–June 1993	September 1993–June 1995*	1995–	1994–1995
Action	◗ SAAC and area assistant superintendents select 10 demonstration schools ◗ Demonstration schools conduct assessment of site needs ◗ District Assistance Teams are formed on the basis of site needs ◗ Subject to the consensus agreement of their site governance teams, demonstration schools will • Infuse accountability into existing planning processes, with District Assistance Team and SAAC input to include recognition and intervention measures • Redirect resources and staff to support process • Develop intervention plans with SAAC for districtwide account-ability system • Assist in the development of district standards, alternative assessments, learner outcomes and performance content • Articulate accountability process to stakeholders • Agree to staff devel-opment • Provide parental training	◗ Demonstration schools implement accountability process ◗ Continue staff development ◗ Continue parental training ◗ District Assistance Teams continue to provide support to demonstration schools ◗ Demonstration schools conduct ongoing self-assessment ◗ Community collaboration ◗ Continue staff training in standards, alternative assessments and performance content ◗ Review site learner outcomes ◗ Assess progress/lack of progress through multiple indicators and review processes ◗ Site governance team refers assessment findings to District Accountability Committee for review in conjunction with other review processes • Timeline may be adjusted	**Demonstration Schools** ◗ Recognition and intervention measures predetermined by the site in Phase I and Phase II are implemented ◗ When progress is made, examples of actions may include • Maintenance of focus • Recognition • Incentives ◗ When lack of progress is manifested, examples of actions may include • Redirection of focus • Personnel adjustments • Reduction of site control over site funding sources • Mandated staff development activities • Contractual agreement with an outside agency • Receivership	**District Schools** All district schools will become accountable according to the process described and will follow the steps and procedures outlined under phases I, II, and III for demonstration schools.

Accountability Support Chart


Student Achievement Accountability Committee
District Standards Board
District Assistance Team
Phase I
Development/ Assessment
February– June 1993
Submits final report to Board for approval.
Reviews LAD school applications with assistant superintendents and selects 10 schools.
Assists LAD schools in development of accountability in existing site plans.
Assists LAD schools and District Assistance Teams in development of a prototype accountability model.
Reports progress to Board/RLT.
Jointly develops with LAD schools district standards and facilitates Board adoption of standards.
Facilitates and supports development of learner outcomes and related assessments at LAD schools.
Articulates district standards and learner outcomes to stakeholders.
Provides resources necessary to develop learner outcomes.
Reviews and modifies school-developed learner outcomes as needed.
Serves as a clearinghouse for sharing LAD school-developed learner outcomes.
Disseminates information regarding national and state progress toward the development of standards and learner outcomes.
Teams formed based on LAD school needs.
Provides resources based on LAD school needs.
Assists LAD schools in development of accountability in existing site plans.
Assists LAD schools and SAAC in the development of a prototype accountability model.
Phase II
Resource/ Assistance and Restructuring
September 1993- June 1995
District Accountability Committee
Reports progress of LAD schools to Board/RLT.
Assists LAD schools in implementation of accountability in existing site plans.
Provides ongoing support to LAD schools.
Tailors assistance if school needs intervention.
Includes accountability for student achievement at LAD school as portion of DAT's performance evaluation.
Trains successful LAD school staff to become assisters/mentors for other district schools.
Phase III
Renewal
June 1995-
Reviews each LAD school's progress in demonstrating accountability.
Makes recommendations to Board regarding recognition and intervention.

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